

**UNDERGRADUATE EFL CHALLENGES IN THESIS  
WRITING**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the  
Degree of Bachelor of Education in English Education Department



By:

**Annisa Tsamrotul Lisafida**

**1803046117**

**EDUCATION AND TEACHER TRAINING FACULTY  
UNIVERSITAS ISLAM NEGRI WALISONGO SEMARANG**

**2022**

## FINAL PROJECT STATEMENT

This student with the following identity:

Name : Annisa Tsamrotul Lisafida  
Student Number : 1803046117  
Major : English Education

Stating that the thesis entitled:

**“Undergraduate EFL Challenges in Thesis Writing”**

I certify that this thesis is truly my work. I am completely responsible for the content of this final project. Other writers' opinion or finding included in the thesis are quoted or cited by official standards.

Semarang, September 22<sup>th</sup>, 2022

The Researcher,



**Annisa Tsamrotul Lisafida**

NIM: 1803046117

# ADVIOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

---

## ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty  
**Walisongo State Islamic University Semarang**

*Assalamu'alaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Annisa Tsamrotul Lisafida

Student Number : 1803046117

Department : English Education

Title : **UNDERGRADUATE EFL CHALLANGES IN THESIS WRITING**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session

*Wassalamu'alaikum Wr. Wb.*

Semarang, 23 September 2022

Advisor,

**Lulut Widyaningrum, M.Pd.**  
NIP. 19800803 200901 2 010

# RATIFICATION NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp. 024-7601295 Fax. 7615387

## RATIFICATION

Thesis with the following identity:

Title : **UNDERGRADUATE EFL CHALLENGES IN THESIS WRITING**  
Name : Annisa Tsamrotul Lisafida  
Student Number : 1803046117  
Department : English Language Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's Degree in English Language Education.

Semarang, 30 September 2022

### THE BOARD OF EXAMINERS

Chairperson,

**Lulut Widyaningrum, M. Pd.**  
NIP. 19800803 200901 2 010

Secretary,

**Agus Mutohar, M.A PhD**  
NIP. 19840801 2019 03 1 007

Examiner I

**Sayidatul Fadlilah, M. Pd**  
NIP. 19810908 200710 2003

Examiner II

**Dra. Nuna Mustikawati Dewi, M. Pd.**  
NIP. 19650614 199203 2 001



Advisor,

**Lulut Widyaningrum, M. Pd.**  
NIP. 19800803 200901 2 010

## **DEDICATION**

This final project is dedicated to my beloved parents (Bapak Muh. Ma'mun Zen, S. Ag and Ibu Nurjanah, S. Ag), my dear sisters (Agha Nala Fauziyah and Nasywa Nailil Kiromah), and my beloved partner (Ahmad Hamami Azhar, S.T). For all teachers, all lectures, my beloved friends, and all people who support and pray for this final project, may Allah SWT always show His guidance, mercy, blessing, love, kindness, and gentleness to them.

## **MOTTO**

“So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief.”

-QS Al-Inshirah: 5-6-

“Don’t limit yourself but challenge your limit.”

-Annisa Tsamrotul Lisafida-

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*, first and foremost, the most enormous thank to Allah SWT, the only God who created the whole universe, the one who also guides the writer to learn everything, who has given strength, health, forbearance, kindness, and blessing to the writer until this thesis can be completed. Her gratitude is minimal compared to what He has given her. The second gratitude is for the most exceptional human being, and the one who has guided us into the bright of life, he is the Prophet Muhammad SAW. Peace and blessing upon him and his great friends, great wives, families, and descendants.

As an ordinary human being and a social creature who needs others, the writer realizes that she cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, she would like to express the deepest gratitude to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M. Pd as the Head of English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Dra. Nuna Mustikawati Dewi, M. Pd as the Secretary of English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.

4. Lulut Widyaningrum, M. Pd. as my advisor who give her time to guide, correct, and provide suggestions in finishing this final project.
5. All lectures in the English Education Department and all lectures in Education and Teacher Training Faculty, thank you for the valuable knowledge and insight, patience, and guidance during the years of the writer's study.
6. Thank you for my beloved parents for their prayer, support, and endless love for me. Also, thank you for my brothers and sister, who always give me their support.
7. Thank you for all friends of English Education 2018, especially PBI C students, that I cannot mention the name one by one.
8. Last but not least, for those who cannot be mentioned one by one, who has supported and given me motivation and also pray to finish this final project.

May Allah gives His blessings to them, and may Allah repay their kindness. The writer hopes that this research may be helpful for everyone—  
*Amin Ya Robbal 'Alamin.*

Semarang, September 23<sup>th</sup>, 2022

The Researcher,



**Annisa Tsamrotul Lisafida**

NIM: 1803046117

## ABSTRACT

Title : **UNDERGRADUATE EFL CHALLENGES  
IN THESIS WRITING**  
Name : Annisa Tsamrotul Lisafida  
Student Number : 1803046117

This research intended to determine undergraduate EFL encounter different and greater challenges in their thesis writing process, and their strategies to overcome their thesis writing. Five students at the Departement of English Education, UIN Walisongo Semarang who has already finished their own thesis writing were involve in this study. The study used a qualitative method with a case study approach, using interviews as a data collection method. The data collection was analyzed using thematic analysis and the reflective practice based on Gib's reflective cycle theory. The finding revealed that undergraduate EFLs have already passed their challenges and finished their thesis writing nicely. However in the process when they doing their thesis writing they get so many challenges, but they create and design some strategies to overcome their challenges. It improves their skill at solving their problems as nicely as they can. They are not without hope, laziness, or feeling stuck, but they always motivate themselves. By creating and designing some strategies, it will help them in their thesis writing. Not only that, time management is also being one of the important factors to do it.

*Keywords: undergraduate EFL, challenges, thesis writing.*

## LIST OF CONTENT

<b>TITLE</b> .....	<b>i</b>
<b>FINAL PROJECT STATEMENT</b> .....	<b>ii</b>
<b>ADVIOR NOTE</b> .....	<b>iii</b>
<b>RATIFICATION NOTE</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>LIST OF CONTENT</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Research.....	1
B. Reason for Choosing the Topic .....	4
C. Research Question .....	4
D. The Objective of the Research.....	4
E. Limitation of the Research .....	5
F. Significance of the Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>

A. Review of Previous Research.....	6
B. Review of Related Literature.....	12
1. Thesis writing .....	12
2. Writing .....	25
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>34</b>
A. Design of the Research.....	34
B. Setting and Participants of the Research .....	35
C. Data Collection and Procedure of the Research .....	36
D. Data Analysis of the Research.....	39
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>41</b>
A. Finding .....	41
B. Discussion .....	48
<b>CHAPTER V CONCLUSSION AND SUGGESTION .....</b>	<b>56</b>
A. Conclusion .....	56
B. Suggestion .....	58
<b>REFERENCES .....</b>	<b>60</b>
<b>APPENDIX .....</b>	<b>65</b>
<b>CURICULUM VITAE .....</b>	<b>78</b>

# CHAPTER I

## INTRODUCTION

This chapter explains the research's background, reason for choosing the topic, the research question, the research objective, the research's limitations, and the significance of the research.

### A. Background of the Research

Writing is one of the major factors considered as challenge to be mastered by almost all EFL students in their thesis writing, especially at undergraduate university level. According to (Ananda et al, 2014), writing is the most challenging of the fundamental abilities in an EFL environment. Furthermore, despite the fact that writing is an important skill for college students to learn, many still struggle with it. There are some distinctions between Bahasa and English, particularly for EFL students in Indonesia, such as structural and grammatical words and patterns<sup>1</sup>.

According to (Khazaal, 2019), academic writing is crucial for students to present their ideas in a logical order and draw conclusions. Writers in academic writing frequently discuss certain literature. There will thus be a number of references for ideas, concepts, or other study on the same topic. Furthermore, given that academic writing is a

---

<sup>1</sup> Ariyanti, A. The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), (2006), 263.

creation of ideas, (Fadda, 2012) said that it is a task that necessitates the writer to think mentally and cognitively. Because academic writing is expected to utilize references from other scholars to support the arguments, it might be inferred that the writer must think scientifically.

Thesis is a text completed by a student at the undergraduate level. It demonstrates the candidate's ability to perform independent research under the supervision of a supervisor, as well as analyze and report on the work's major outcomes (Chandrasekhar, 2008). Whereas thesis writing is regarded as an integral and required component of university study that ensures graduates' academic qualifications and standing. Thesis writing, on the other hand, is regarded as a source of some of the most serious issues in university study, both at the individual and departmental levels<sup>2</sup>.

Writing a thesis might still be challenging for certain students. The complications that may come with writing a thesis might upset the pupils. According to research by (Fadda, 2012), students struggle with several aspects of academic writing, including grammar, the use of pronouns and preserving pronoun-antecedent agreement, the use of subject-verb agreement, constructing sentence fragments, and the difficulty of composing coherent sentences.

---

<sup>2</sup> Linda Y. Li, and Wang Understanding International Postgraduate Research Students' Challenges and Pedagogical Needs in Thesis Writing, *International Journal of Pedagogies and Learning*, 4:3, (2008), 88-96,

Many Efl students face a unique paradox as they begin to work on their theses, whereas they were previously only expected to recall basic knowledge and facts from textbooks and lectures, they are now expected to work independently, to be able to discover essentials, and to engage in critical thinking for the first time<sup>3</sup>. Furthermore, university students, especially undergraduate Efl students, they have to finish the study by conducting a research. When considering thesis writing, it's important to remember that students' academic experiences and expectations differ substantially. Many studies have found that students have distinct learning styles and study orientations, as well as that variances in study settings are linked to individuals' learning styles and outcomes.

Fadda (2012) provides solutions in her research to help writers who are having trouble with academic writing. Students who have overcome some challenges should interact with native English speakers to improve their academic writing. Native speakers should be able to provide them with advice on how to write a thesis, including how to create cogent paragraphs, differentiate between compounds and modifiers, and effectively use modifiers. They should also be able to help them determine which skills are crucial for expert academic writing, as well as how to avoid grammatical errors. It is clear that students have a variety of options for writing their theses. However,

---

<sup>3</sup> Oili-H., and Ylijoki. Master's Thesis Writing from a Narrative Approach, *Studies in Higher Education*, 26:1, (2001), 21-34

depending on their skills, some pupils use alternative methods to get past the obstacles.

Therefore, based on the explanation above, the researcher intended to determine and analyze the Undergraduate EFL challenges in thesis writing by interviewing graduated students who have finished the process of thesis writing in UIN Walisongo Semarang in the academic year of 2021/2022. This research is entitled "Undergraduate EFL Challenges in Thesis Writing."

## **B. Reason for Choosing the Topic**

The researcher choose this topic to determine undergraduate EFL encounter different and greater challenges in their thesis writing process, and their strategies to overcome their thesis writing.

## **C. Research Question**

The problem that is going to be discussed in this research can be started as follows:

1. What challenges were encountered by undergraduate EFL students in the process of their thesis writing?
2. What strategies did they implement to overcome their thesis writing?

## **D. The Objective of the Research**

Based on the research question above, the objective of the research can be started as follows:

1. To determine undergraduate EFL students encounter different and greater challenges in their thesis writing process.
2. To determine their strategies to overcome their thesis writing.

### **E. Limitation of the Research**

This research focuses on the challenges and strategies faced by undergraduate EFL students in their thesis writing.

### **F. Significance of the Research**

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

#### **1. For students**

The result of this research, the researcher hopes that students could prepare themselves before writing a thesis so they can pass the challenges of thesis writing.

#### **2. For Advisors and Lecturers**

For Advisor and Lecturers, the researcher hopes that they could give guidance to their students and motivate them to pass the challenges and complete their thesis writing.

#### **3. For the next researchers**

Hopefully, this research can be used as references and gives further information for similar researchers associated with this research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the previous research related to the research, literature review, conceptual framework, and hypothesis of the research.

#### **A. Review of Previous Research**

Some relevant previous researches used to support the research, they are:

The previous research is a journal by Ting Wang, and Linda Y. Li (2008) entitled *Understanding International Postgraduate Research Students' Challenges and Pedagogical Needs in Thesis Writing*. This journal aimed to encounter the different and greater in their postgraduate research experience from the domestic research students. The participants in this study were full-fee-paying NESB foreign research students enrolled in higher-degree research programs at one Australian institution in 2007. In this study, eight PhD students, two Professional Doctorate students, and one Master by Research student took part (4 males and 7 females). The method used is a 40–60 minute semi-structured face-to-face interview with each participant. The interviews were digitally recorded and verbatim transcribed. The result revealed From the standpoint of international students, this study has the potential to add to the growing body of information concerning postgraduate research supervision. As foreign research students, the

participants in this study were given the chance to engage in a reflective learning process on thesis writing. The similarities between the research above and this research is the method of the research. The difference between the research above and this research is in the research needed, where the research above discuss about students' challenges and pedagogical needs, while this research discuss only about students' challenges in thesis writing. The major of the participant are also different, where the research above used the students of international postgraduate research students', while this research uses EFL students.

Several studies was conducted by Karim Sadeghi, and Arash Shirzad Khazepasha (2015) entitled *Thesis writing challenges for non-native MA stuents*. This research aimed at comparing Master's theses prepared by TEFL students at three Iranian colleges in terms of the problems that academic writing creates for student-writers. Between 2010 and 2012, 60 randomly chosen theses (20 from each university) were defended by TEFL students. The method is used in both qualitative and quantitative approaches. The participants in this reearch is non native of MA students'. The results revealed that style and language issues are the most common concerns in theses at Universities A, B, and C, and that these issues are considered trivial. Several factors might be causing this difficulty. The first reason could be due to graduate students' lack of required proficiency; the second could be due to their rush and stress during the thesis writing process;

the third could be due to the fact that thesis supervisors and examiners have not carefully read the thesis to spot such problems; and finally, it could be due to the fact that students usually do not consider the comments provided by their supervisors and examiners during the final stages of producing the thesis. The similarities between the research above and this research is discussing about students' challenges in thesis writing. The difference is in the research approach, where the research above used mixed-method approach, while this research uses qualitative approach. The major of the participant are also different, where the research above used MA students', while this research uses EFL students.

Previous research on *unpacking of data commentary writing in master's thesis project: an insider perspective from chemical engineering* (Andreas et al., 2018). This study explores the challenges of data commentary writing through interview with master's students and thesis supervision of chemical engineering. The participant of this research is master's students at a Swedish university who gaining in a workshop about the writing of data commentary. Five supervision and nine master's students were interviewed about what's difficult and important about writing data commentaries in their discipline as well as about decisions made in data commentaries written by the students. This study also indicates a close connection between data commentary and discipline learning in chemical engineering. The similarities between the research above and this research is discussing about

students' challenges in thesis writing. The difference is about the object of the research. My research object is english education departement and this research object is chemical engineering.

Several studies is a study by Erlin Apriyani entitled *An analysis of students' strategies to overcome difficulties in writing skripsi* (2022). The goal of this study is to discover and examine students' obstacles in writing Skripsi, as well as their techniques for overcoming them. The method used is an qualitative approach by doing quisionare and interview. The participants of this research is 30 students from the English Education Department that graduated between 2019 and 2021. The result revealed that When writing Skripsi, pupils confronted academic and non-academic challenges. Grammar norms, a limited vocabulary, and paraphrase are among the scholastic difficulties. Limited instructor supervision and feedback, as well as a lack of enthusiasm, are examples of non-academic difficulties. The similarities between the research above and this research is the major of the participants. The difference between the research above and this research is in the research needed, where the research above discuss about students' strategies and difficulties in writing skripsi, while this research discuss only about students' challenges in thesis writing.

Research conducted by (Nisrina, 2020) discussed the challenges that students at the University of Muhammadiyah Malang encounter when writing their theses and how they handle them. This study's

technique was the qualitative method. Furthermore, the research tool employed in this study was an interview and observation. Students from the University of Muhammadiyah Malang who are preparing their thesis projects participated in the research. As a result of this research, students face academic and non-academic challenges. Students' vocabularies and grammatical errors are the academic issue. Students face non-academic challenges such as thesis advisor, time management, family, and laziness. Furthermore, kids might tackle academic challenges by studying harder and asking for aid from peers. In non-academic difficulties, students choose the most significant one, begin to write a thesis, and work harder.

Research conducted by (Fadda, 2012) discussed the problems that King Saudi University (KSU) students encounter while writing academic English and distinguished between what students need to learn and their learning objectives. This study used a descriptive-analytic technique to collect information and data that would help in the achievement of the research goal. An Interview was also used as the primary data collection device in this investigation. During the 2009-2010 academic year, fifty KSU postgraduate students participated in the research. This study's findings revealed that students face a variety of challenges in academic writing, including not knowing how to avoid plague words and phrases, grammatical, the difficulty in using pronouns and maintaining pronoun-antecedent agreement, the use of subject-verb agreement, creating sentence fragments, and the

difficulty in creating coherence sentences. Students who have overcome certain obstacles should also communicate with native English speakers in order to enhance their academic writing.

Research conducted by (Singh, 2017) discussed the strategies to overcome the challenges in academic writing practices. The qualitative technique was employed as the research methodology. Furthermore, the research tool used in this study is an interview. The research participants include 70 foreign graduate students enrolled in various master's programs. As a result of this research, students encounter challenges such as incapacity to write academically, grammatical norms, paraphrasing from sources, and restricted vocabulary. Furthermore, this study indicated solutions for overcoming problems in academic writing practices, such as using right writing skills, using technologies to aid in their writing, turning to non-formal advising services, and enhancing English language competence.

Based on the information above, the researcher will undertake study to discover undergraduate EFL obstacles in thesis writing and ways for overcoming the challenges. Because they had completed their thesis writing, the researcher used graduating students from the Undergraduate Program to engage in the research. Previous study has utilized thesis students, postgraduate students, and graduate students from the master's program.

## **B. Review of Related Literature**

### 1. Thesis writing

#### a. Definition of Thesis Writing

Thesis is a text completed by a student at the undergraduate level. It demonstrates the candidate's ability to perform independent research under the supervision of a supervisor, as well as analyze and report on the work's major outcomes<sup>4</sup>. Whereas thesis writing is regarded as an integral and required component of university study that ensures graduates' academic qualifications and standing.

Students pursuing a degree in Literature or English Language Education are required to write their thesis in English. Students will perform either field research or library research for this thesis, which they will construct based on their subject of study. This work was prepared in accordance with the rules of each institution; nevertheless, while the technique of creation is the same, there should be some changes across universities. PhD students place a high priority on being able to produce a compelling thesis. Students learn how to conduct research and how to communicate research findings by taking part in this process. Thesis writing, on the other hand, is regarded as a source of some of the most serious issues in university study, both at the individual and departmental levels (Wang & Linda, 2008).

---

<sup>4</sup> Chandrasekhar, R. *How to Write a Thesis : A Working Guide*. (2002).

Thesis writing also represents a planned experimental work style, according to (Smith et al., 2016). Experiment design and execution are described by seasoned researchers. According to Murray (2002), writing a thesis is a brand-new assignment for the majority of college students. On the other hand, it may be argued that this is the most important assignment that pupils have ever completed. Thesis writing demands greater independent study and self-motivation. It is most likely the longest continuous piece of writing.

Writing a dissertation is pretty similar to writing in general. Of course, the end conclusion of an existing problem or phenomena should be provided in this document. Writing a thesis requires more than just writing and sharing ideas and concepts; the paper must also be a reference. Writing based on his methodology and findings from past investigations. This work is also being written with the assistance of a supervisor. Of course, it is the supervisor's obligation to point out the appropriateness and accuracy of the student writing this work, and the outcomes of writing this work will be presented and assessed, so the supervisor's role will be tested. The importance of writing cannot be overstated. Tutors should study why pupils struggle with writing (Shaw & Lawson, 2015, 200).

For final-year students, the dissertation stage is the most arduous. Students must have physical strength, mental power, and frequently financial strength in order to prepare a thesis. There are

also several measures to take. Starting with title and subject selection, recommendations for seminar tests, data collecting, mock exams, and comprehensive exams. Students present their study findings to the exam tutor in the final step. Students frequently fear this procedure. The reason for this is because students are asked a range of questions to assess the authenticity of their study. As a result, it is natural for pupils to experience worry and dread.

Thesis Writing, the last step in earning a master's degree, can be seen from two divergent angles. Working on the thesis, on the one hand, crystallizes the academic nature of research. This viewpoint highlights the lofty goals and aspirations of thesis writing, emphasizing how it serves as a link between the realm of study and the worlds of science, scholarship, and research. Writing a thesis gives students a taste of actual study, "the first golden excursion to Samarkand" (Jones et al., 1994), which some students will use to pursue doctoral degrees and become academics in the future. Writing a thesis is thus seen as an intrinsic and important component of university education that ensures graduates' academic standing and qualifications. Accordingly, thesis writing is viewed as an intrinsic and required component of university study that ensures graduates' academic qualifications and standing. Thesis writing, on the other hand, is regarded as a source of some of the most serious issues in university study, both at the individual and departmental levels.

Many students face a unique paradox as they begin to work on their theses: whereas previously they were primarily expected to recall basic knowledge and facts from textbooks and lectures, they are now expected to work independently, to discover essentials, and to engage in critical thinking (Grohn et al., 1993, pp. 46-47). In other words, students must transition from being consumers of knowledge to creators of knowledge (Aittola & Aittola, 1988, pp. 58–60). This change causes a variety of study issues, which may result in increased study time and drop-out. These are issues that affect not just individual students but also departments, as the number of graduates has become an important performance metric that may be used as a factor in funding choices. As a result, it is critical from a departmental standpoint to encourage students to graduate and reduce the length of their studies.

When considering thesis writing, keep in mind that students' academic experiences and expectations differ substantially. Many studies have revealed that students have varied methods to learning and study orientations, and that variances in study settings are connected with students' approaches to learning and learning results. Regarding graduate thesis writing, three study orientations have been identified: academic orientation (aimed at developing critical thinking), professional orientation (aimed at improving professional credentials), and instrumental orientation (aimed at completing the degree) (Sarja, 1991).

The larger disciplinary framework, referred to as "the departmental ethos" (Sheppard & Gilbert, 1991, p. 235), also influences students' study orientations and experiences, because the goals and techniques of teaching and learning differ among disciplines. As a result, thesis writing, including the thesis's purpose, the student-supervisor interaction, and the issues encountered, may be viewed and interpreted differently by various students.

b. The aim of Thesis Writing

Thesis writing is research used for college students to complete their academic administration as a student. As cited in (Taber, 2014) in her book, she discusses how to write a good dissertation. She mentioned the opportunity of writing research:

- 1) Create an academically supervised research project.
- 2) Acquire expertise in problem-solving, data analysis, and interpretation for students.
- 3) Improve the methodological and technical knowledge of the pupils.
- 4) Enrich students' capacity for using theory and the proper approach to investigate research issues.
- 5) Build a professional rapport with the dissertation committee members.

In addition, Reynolds and Thompson (2011) noted in their research that writing a thesis encourages students to think critically and scientifically. The researcher should identify the relevant scientific questions, gather relevant literature, choose appropriate methodologies, assess the data, and interpret the findings.

c. Thesis Organizational Structure

The whole undergraduate thesis, according to (Dakhi & Hutabarat, 2018), consists of five chapters: an introduction, a literature review, a description of the research methods, a discussion of the study findings, and a conclusion and recommendations. The structure of an undergraduate thesis, according to Diyana et al. (2017), also includes an abstract and five sections: an introduction, a literature review, a methodology, results and discussion, and a conclusion. This Skripsi will therefore have five chapters: an introduction, a literature review, a research methodology, a result and discussion, and a conclusion and recommendations.

d. The Challenges in Thesis Writing

A university student's most significant academic success is the completion of a research project that leads to a deeper knowledge of the challenges in the specific discipline, which is presented in the form of a thesis. Research is an important and demanding endeavor that involves extensive subject knowledge, preparation, concern,

and attention. They did, however, have some issues concluding their thesis. The researcher classified the challenges as academic or non-academic.

#### 1) Academic

Academic challenges might arise as a result of students' lack of expertise in academic writing. Students confront four challenges when writing their theses.<sup>5</sup>

##### a) Academic Writing Capability

Students worked hard to change their writing habits to meet the new college demands. Respondents sought to fit their writing with their professors' academic writing requirements. In a similar study, (Pineteh, 2013) interviewed graduate students and teachers. He discovered that in his research, pupils are supposed to think critically and analytically. They must employ a wide variety of human talents and meticulously arrange their ideas while sticking to discipline-specific directions and traditions. Furthermore, the pupils' ability to connect the introduction, body, and conclusion is lacking. As a result, paragraphs are typically inconsistent and poorly constructed.

##### b) Grammatical Rules

---

<sup>5</sup> Singh, M. K. M. International EFL/ESL Master Students' Adaptation Strategies for Academic Writing Practices as Tertiary Level. *Journal of International Students*, 7(3), (2017). 620-643.

Grammatical rules are one of the challenges that students face when learning a new language. According to (Alhaysony & Alhaisoni, 2017), learning grammar is more difficult than learning vocabulary, and in the EFL setting, understanding a single topic without specialized teaching is sometimes impossible. As result, grammar is a skill that all language students must learn. Grammar is the building block of linguistic competency. As a result, students must learn the grammatical rules in order to avoid misunderstandings in their writing.

c) Paraphrasing

One method for reducing plagiarism and boosting students' academic writing skills is paraphrasing. Plagiarism is described as citing words or ideas from a source but failing to properly acknowledge the author. It is considered theft and is considered an academic felony. According to (Kletzien, 2009), paraphrasing stimulates the reader to make connections with background knowledge in order to gain what is already known about the issue and to use language that the reader is already familiar with. It helps the reader connect what they already know to what they are reading. Paraphrasing is also a tough topic for ESL students to comprehend, according to (Brown, 2004). To avoid plagiarism and give some variation in speech, paraphrasing is the process of expressing something in its own terms.

#### d) Inadequate Vocabulary

Because they only know a tiny percentage of the terms, their inventiveness in writing will be limited. While vocabulary mastering is vital, students should master a large number of words in order to acquire the target language quickly. According to (Ceylan, 2019), the study's findings indicated that in order to be a successful writer, pupils need be familiar with frequent phrases and language. Similarly, (Al-Khairi, 2013) discovered that most students had vocabulary issues; kids with restricted vocabularies cannot communicate their writing ideas effectively. However, according to (Fahrurrozi, 2017), the variables affecting students' difficulties in mastering the vocabulary are mainly driven by how teachers convey the subject. Students who are not actively engaged in learning activities are less likely to master vocabulary. It is possible to argue that teachers' methods are significant in the teaching-learning process. As a result, the instructor should choose an appropriate manner for delivering the subject.

#### 2) Non Academic

Writing a thesis might be a hindrance to academic achievement for some individuals. Not only due to academic factors but also due to non-academic ones, students in their last year of study frequently face a variety of obstacles, including non-

academic ones. The following is a full discussion of non-academic difficulties:

a) Insufficient motivation

Because of insufficient motivation, many students are unable to complete their thesis on time. Students' motivation is affected by two variables. The causes may originate in individuals or in their surroundings. According to (Diasti & Mbato, 2020), both internal and external variables might lead to students' dissatisfaction. Internal factors include a desire to complete the thesis as soon as possible, a desire to learn more about the topic since the students are interested in it, and a belief that writing the thesis would improve their future. External encouragement can come from parents, friends, and teachers.

Furthermore, (Ryan & Deci, 2000) stated that being inspired means being pushed to action. People who are unmotivated lack motivation or inspiration to act, whereas motivated people are inspired or activated toward a goal. Internal or external, intrinsic and extrinsic motivation is a commonly used concept in language learning motivation, and both internal and external influences can help students achieve their goals. Furthermore, as stated by Daif-Allah and Aljumah (2020), motivated students perform well in second language learning because motivation is an internal power that drives a person to do his or her best in order to achieve their learning

objectives. As a result, children who lack drive will struggle to learn English, particularly writing.

b) Unsuitable Feedback

Feedback is essential in interactive exercises for second language acquisition and in-process writing. The terminology employed in the amended sentences is more specific<sup>6</sup>. The grammatical structure is better, with fewer typical faults, such as a lack of articles and subjects. The rewritten articles employ more dense language, have a more reasonable structure, adequate evidence, appropriate reasoning, and improved organization. According to research performed by Ceylan (2019), teachers should push students to develop their writing abilities and offer feedback. Teachers may also conduct writing interviews with students since kids receive comments on their work differently. Oral comments may help pupils recognize their own strengths and flaws. As a result, offering comments on students' work is critical to producing high-quality thesis writing.

e. Strategies in Thesis Writing

For college students, writing a thesis can present a variety of challenges. But the last task must be finished by college students.

---

<sup>6</sup> Yan., X. and Jiang, S. Research on the Effect of Supervisor Feedback for Undergraduate Thesis Writing. *English Language Teaching*, 13 (1), (2020), 42-50.

Additionally, they lack the tools needed to address the issues. The major objective of Singh's research was to discover strategies for overcoming the difficulties associated with academic writing habits (2017). In his research's findings, he outlined the following four strategies:

1) Write frequently and regularly practice.

You can write more effectively for academic purposes if you practice writing a lot. Students can strengthen their ability to use appropriate or proper language, compose sentences that are grammatically correct, and conform to academic writing rules. Similar to this, according to (Challob et al., 2016), their research revealed that students' writing talents had improved as a result of the quantity of writing practice, and students felt confident about this because they had learned a great deal about writing and linguistics.

2) Aiding them with writing resources

Students could utilize offline or online dictionaries to select the appropriate terminology for academic writing. In addition, students can use Google to look find books, journals, articles, and other sources to support their ideas in their writing.

3) Consulting experts and getting their recommendations

The instructor or advisor's advice and criticism can help students enhance their writing abilities. The wording used in the

altered sentences is also more precise, as indicated in (Jiang & Yan, 2020). The grammatical structure is more appropriate with less common errors, such as the omission of articles and subjects. The revised papers are longer, more rationally formed, more organized, and have stronger justifications and demonstrations. Soliciting counsel from advisors is useful since it can improve the writing's quality.

4) Getting input and criticism from friends.

Additionally, speaking with friends who are graduate students may be beneficial. They can correct problems with word choice, grammar, and spelling. In a similar spirit, Higgs et al. claim that critical friends' primary role as such-despite the fact that they may be writing experts-is to support the process of learning to write (2009). They highlight problematic areas such logical flaws, disconnected notions, and pointless repetition. Even novice writers may help others by offering ideas on how to enhance their writing. The major goal of critical friends is to assist writers as they develop and improve their craft. Since students perform better while expanding their information understanding while writing theses, it can be claimed that this strategy has a positive influence on student performance.

Thesis writing is investigated in the context of Finnish higher education. In Finland, all university students finishing the Master's degree (the fundamental academic degree in Finland,

comprising the equivalent of the British bachelor's degree) must write a thesis. The content of the thesis varies to some extent among study disciplines, but in general, it is characterized as a brief piece of research exhibiting a good grasp of the thesis subject, mastery of the research methodologies used, and academic writing competence.

Typically, the thesis writing process consists of a one-year seminar during which students establish research proposals and begin work, followed by individual research work that is formally anticipated to last around 20 study weeks. In actuality, the time spent preparing a thesis is frequently significantly longer. Many students struggle with their theses for years, even after all other study requirements have been completed. Due to external demands to reduce study length and enhance degree production, great attention has lately been made in Finland on ways to expedite thesis writing and improve supervision methods.

## 2. Writing

### a. Definition of Writing

Writing is an expressive activity since it necessitates the writer expressing what is on their minds in order to develop it. Writing may be defined as the process of putting one's thoughts, ideas, concepts, and emotions in writing in order to connect with others indirectly. According to (Dewi, 2020), writing skill cannot be isolated from daily living. This skill is critical to acquire because it

is productive and expressive, and it is supported by other language abilities such as listening, speaking, and reading.

Writing is more than just stringing together words. Writers must first grasp why and how to write before they begin. Writing is the process of conveying thoughts, wishes, and feelings via meaningful writing, as described by (Kurniaman et al., 2018). Continuous training is required to build good writing abilities. As a result, basic writing abilities such as word choice, sentence structure, and logic must be mastered<sup>7</sup>. We might infer that writing is an expressive activity that takes a long time for authors to master. It takes a long time to develop writing abilities since it requires linguistic aspects.

#### b. The Purpose of Writing

Penny Ur defines writing as a means of communicating feelings and ideas (Ur, 2009). Furthermore, as stated by Coffin et al., (2002) in (Irawati, 2015), there are four objectives for writing that the instructor must address when students inquire about the goal of writing. Namely:

- 1) As an evaluation, to serve as a guide to fundamental thinking, understanding, and memory.
- 2) To extend students' learning beyond talks and other appropriate events.

---

<sup>7</sup> Clark, J. C., Little, C. W., Tani, N. E., & Connor, C. M. Improving Writing Skills through Technology-Based Instruction: A Meta-Analysis. *Review of Education*, 6(2), (2018).

- 3) To develop students' interpersonal skills.
- 4) To prepare students to be future specialists in a given area.

Sometimes we have to question ourselves why we are learning a language, particularly English. Is it a foreign language? Is there an explanation for this? Is it a second language? (Harmer, 2006) to elaborate a little on those reasons:

- 1) If English is utilized as a second language, it is also typically used alongside the region's first language.
- 2) If English is utilized for a specific purpose, what field does the learner specialize in when deciding what type of English to learn? Diverse reasons will require different information to be acquired, whether for business, economics, science, medicine, technology, or even education.
- 3) If English is utilized as a foreign language, persons who learn EFL are non-native speakers learning English in a country where English is not widely spoken.

Given the importance of mastering writing ability, learning to write should be firmly linked to what students do in their everyday lives so that students' writing abilities can develop effectively.

#### c. The Process of Writing

The writing process is divided into stages. According to (Gezmiş, 2020), writing has six stages:

- 1) Prewriting is the initial stage.

Writers should prepare for writing at this stage, selecting what, how, and why to write.

2) Drafting in the second step

Writers should develop their thoughts into rough drafts at this stage, not stressing about grammatical precision.

3) The third stage is to revise.

At this point, the writers should evaluate their work for unity, coherence, and cohesiveness. The authors might add new ideas, eliminate those from the second stage, and substitute some with others.

4) Editing is the fourth phase.

At this point, the authors should fix any grammatical, spelling, or other errors.

5) Proofreading is the fifth step.

At this point, the authors should show their final assignment writing as noteworthy and worthwhile.

Furthermore, (Oshima & Hogue, 2007) identify four stages of the writing process:

1) Prewriting

At this step, the authors should generate ideas and acquire material to discuss a chosen topic.

2) Organizing

During this stage, the authors should arrange their thoughts.

3) Writing

The writers should compose the rough text without regard for spelling, grammar, or other errors in this section.

#### 4) Polishing

The writer will refine the rough manuscript at the third step in this section. This process is sometimes referred to as editing or revising.

#### d. Boosting Writing Productivity

Motivation is a key part of helping pupils improve their writing skills. Similarly, according to (Grunke, 2019), motivating intervention can boost their writing output. Students with learning difficulties might readily produce more expensive stories after therapy. Furthermore, according to a research done by (Kellogg & Raulerson, 2007), training pupils in writing is more significant than educating them. They said that proper spelling, punctuation, grammar, diction, thesis statements, subject sentences, coherent linkages within a paragraph, and global arrangement of texts are critical. However, without instruction to apply what they know, their knowledge will never be developed adequately for successful writing.

Furthermore, (Dwyer et al., 2012) mentioned that group work is beneficial since it may boost members' writing performance and assist them improve their writing methods. Similarly, (Sarie, 2013) stated that providing students with directive comments can

help them enhance their writing abilities. However, when their professors make remarks or provide suggestions, some pupils may become worried and confused. As a result, a teacher should provide clear assistance to pupils in order for them to understand which aspects of their performance are improving.

According to the assertions above, there are several approaches to increase writing productivity, including motivational intervention, teaching kids how to write correctly, group work, and receiving feedback from friends or professors. Teachers that teach writing can use these strategies. Furthermore, it can serve as a resource for students looking to enhance their writing talents.

#### e. Genre of Writing

According to (Brown, 2004), there are three genre of writing:

##### 1) Academic Writing

Mastering the writing process is advantageous for university students since they must generate academic writing in order to complete their studies. Academic writing, as mentioned by (Pineteh, 2013), plays a crucial role in socializing students into the language of subjects and disciplines at universities. According to (Fatimah, 2019), a writer is obliged to provide justifications that support the ideas communicated in Academic Writing. The writer's views should be expressed in clear and acceptable academic language.

Furthermore, (Ahmed & Alamin, 2012) mentioned that the major goal of an academic research article is to develop a new argument. Furthermore, Academic Writing provides assistance for fresh insights that might lead to new contributions. As a result, in order to create Academic Writing, a writer must support the writing concepts.

Academic writing may be classified into several categories. Papers and broad subject reports, essays, compositions, academically oriented journals, short-answer test responses, technical reports, theses, and dissertations are examples of academic writing genres<sup>8</sup>. Furthermore, (Bailey, 2011) defined six styles of academic writing in his work. The following is the explanation:

a) Notes

This text is a written copy of a text's major points or lesson for personal use by a learner.

b) Report

This work is often a student's most extensive piece of writing (20,000+ words), frequently for a higher degree, on a student's theme.

c) Project

---

<sup>8</sup> Brown, H. B. *Language Assessment: Principles and Classroom Practices*. Pearson Education. (2020).

A piece of research, either solo or collaborative effort, on the student's topic.

d) Essay

An essay is a broad phrase for any academic essay, paper, presentation, or article.

e) Dissertation/Thesis

A sort of text discusses what a student has done, such as performing a survey.

f) Paper

A sort of text, similar to written work, with the teacher's title, often 1000-5000 words.

While Thesis is also known as Skripsi or Undergraduate Thesis in several Indonesian colleges, Thesis is one of the forms of Academic Writing.

2) Writing for the Job

Messages, letters/emails, memos, reports, timetables, labels, signs, ads, announcements, and manuals are examples of job-related writing.

3) Personal Writing

Personal writing forms include letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists,

reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g., short stories, poetry).

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research design, the research setting, the research subject, variable and indicators of research, data collection technique, and data analysis technique.

#### **A. Design of the Research**

The approach used in this research is qualitative research focused on the case study design. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups related to social problems that can be used to interpret, explore, or gain a deeper understanding of certain aspects of beliefs, attitudes, or human behavior. Qualitative research is characterized by some points such as: exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis, and interpreting the more significant meaning of the findings<sup>9</sup>.

This study is interpretative because it seeks to understand the extent to which undergraduate efl of foreign languages are overcome the challenges in their thesis writing. The components of thesis writing focus on challenges competencies.

---

<sup>9</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edit (Los Angeles: SAGE Publications, Inc., 2018), p. 41.

This research uses a case study approach according to Robert K. Yin, which intends to describe the results of research and try to find a comprehensive description of a situation (Yin, R. K, 1984). According to Creswell, a case study is research that actually investigates a program, an event, an activity, a process, or one or more individuals in order to gain a depth-knowledge of the action being investigated. Using this method is because the phenomenon to be studied is a case that requires an in- depth descriptive study, namely to determine undergraduate Efl encounter different and greater challenges in their thesis writing process, and their strategies to overcome their thesis writing.

A case study is effective when the researcher wants to understand a specific problem or situation in detail and where people can identify cases with a variety of information. In general, a case study is more appropriate for research related to how or why questions.

## **B. Setting and Participants of the Research**

The setting of this research is last semester of undergraduate EFL at the English education department of UIN Walisongo Semarang who has already finished their thesis writing. Thesis writing is one of the course that must be taken and finished as a graduation requirement at a university.

The participants of this research were undergraduate EFL who finished a thesis. These undergraduate EFL are majoring in the English

education department. Five undergraduate EFL volunteered to participate in this study, including five females.

### **C. Data Collection and Procedure of the Research**

Data collection techniques through interviews allowed the researcher to obtain in-depth information about the challenges of undergraduate EFL in thesis writing. This method was chosen because the interview is a useful data-gathering tool in which participants' preparation could be revealed through their actions, feelings, and attitudes (Park et al., 2020). Interview is used to know more about students' perception as well as to support the answer from the questionnaire. Interviews are distinguished by their degree of formality and structure. However, there are benefits and drawbacks to doing an interview. According to (Fraenkel & Wallen, 2012), the advantage of the interview is that participants may reply precisely to the questions, and the interviewer can ask the responder to elaborate on the participants' replies. They also mentioned that the interview was utilized to validate the participants' assertions through observation. The downsides of utilizing interviews include that it takes a long time to collect data, and the researcher may hinder the responder from answering appropriately because they are afraid.

The goal of this study was to get a thorough understanding of the subject. It was conducted qualitatively. Through reflective practice, data was collected. This technique aimed to reveal the challenges of

EFL undergraduate in thesis writing. This interview based on Gibbs Reflection for excavating Undergraduate EFL Challenges in Thesis Writing.

Reflective practice is a method of learning from experience (Arslan, 2019). From experience, EFL undergraduate can learn about their strategies to overcome the challenges in their thesis writing easily. This technique of collecting data through reflection is considered appropriate because it helps EFL undergraduate learn from personal experience, especially bad experiences. With this reflection, EFL undergraduate can pass and finish their thesis writing. The participants can write down how they feel when they have already passed the challenges, and finished their thesis writing according to the prepared questions.

The data reflection was taken in July 2022. This reflection was distributed via WhatsApp in the form of a word document or PDF file. As a result, there are five people who are willing to fill in the reflection data. In filling out this interview, there is no element of coercion because it is related to ethics. So there is no element of coercion in filling out this reflection data.

To distribute this interview, the researcher contacted the participants personally because the responses were confidential. The researcher asked participants to fill in the reflection.

Reflection consists of six questions according to the Gibbs Reflective Cycle (1988). These stages include the following:

1. Description of the situations and conditions,
2. Feeling about the experiences,
3. Evaluation of a good and bad experiences,
4. Analysis to understand the situation,
5. Conclusion about what you have learned and done in the teaching,
6. Action Plan about what will you do in the future if you face the same situation.

Six of the questions based on the Gibbs Reflective Cycle include:

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?
2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)
3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)
4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finishe it? (80-150 words))

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)
6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass the challenges (such us laziness, badmood condition and etc) in your thesis writing? (80-150 words)

Gibbs's Reflective Cycle involves description, feelings, evaluation, analysis, conclusion, and even recommending what action should be taken if you face it again in the future. In this case, participants can answer the reflection with the guidance of the Gibbs Reflective Cycle in detail, and the participants answer in the form of a description with an answer rule of 50- 100 words. Then, the file sent back to the researcher.

#### **D. Data Analysis of the Research**

The main objective of this research to determine undergraduate EFL encounter different and greater challenges in their thesis writing process, and their strategies to overcome their thesis writing. This study also determined the regret which they do when doing their thesis writing. This research adopted a qualitative research methodology by utilizing thematic analysis. This method described the existing data in detail.

There are six steps in analyzing thematic data analysis:

- 1) Identify the data (which means to read and re- read the data that has been obtained and note the important points).
- 2) Make a code (code the data or take the main points in each sentence).
- 3) Create a theme (after being coded, turn it into themes).
- 4) Review the themes that have been made (recheck).
- 5) Refine and give a clear name for each existing theme.
- 6) Analysis means compile and produce reports

Interviews are a great method for generating insight that includes attitudes, experiences, and feelings (Park et al., 2020).

Using qualitative research methods, this research will provide the potential to find out various views and experiences. The data collected from the reflection was then analyzed based on the Gibbs Reflective Cycle. The findings of this study will be analyzed and presented based on them.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter contains the findings of the research and discussion regarding undergraduate EFL challenges in thesis writing.

#### **A. Finding**

This study employed interviews based on Gibbs reflections to identify the issues that students had while writing their thesis and the techniques that students used to overcome those challenges. On July 20, 2021, interviews were conducted. The researcher separated the explanation into two parts: first, undergraduate EFL challenges in thesis writing, and second, undergraduate EFL strategies for overcoming the challenges. A more extensive explanation is provided below:

##### **1. Undergraduate EFL Challenges in thesis writing**

Based on the result of interview, it can be concluded that they faced so many challenges when they doing their thesis writing. Not only from academic factors, but also from non-academic factors. But almost all of them prefer faced non-academic factors that academic factors. The detailed explanations are presented below:

##### **a. Academic**

Limited vocabulary, grammatical rules, paraphrasing are also became the challenges in thesis writing

Here some quotes that researcher took from the interview:

*“Revisions after the guidance of course also become an obstacle because of the addition of tasks in the activities of working on the thesis.”(students 1)*

*“Because at that time I got a supervisor who was very skilled in grammar, and I had weaknesses in basic grammar” (students 2)*

*“The difficulty I faced was that at that time it was difficult to determine the difference between the latest and previous research”. (students 3)*

*“The challenge that I face when working on my thesis is the feeling of being stuck that sometimes appears” (students 4)*

*“The first challenge is about finding the sources related to the topic” (students 5)*

According to the above remark, grammatical norms have become one of the obstacles English Education students confront when writing their theses. It was due to the varied tenses used in each chapter and the right use of tenses according to their function, and they regularly repeat the same phrases because they have a restricted vocabulary and are unfamiliar with some academic terms. As a result, grammar is a crucial aspect of thesis writing that students must consider and understand. As a result, students must learn grammar to make writing a thesis easier. Students must grasp

how to employ tenses effectively and appropriately according to their function, particularly in tenses, and it can have an impact on sentence formation, such as word repetition and the usage of academic terms.

b. Non-Academic

Some students stated that their thesis writing was hampered by a lack of drive. Not only that the limitation of lecturers' guidance and feedback also became the challenges faced by students when they wrote their thesis. The elements that affected student motivation were classified as internal and external influences. Here are some remarks from the interview that showed the researcher's struggles with lack of motivation:

1) Internal factors

*“If I am talking about challenges, the main challenge is about commitment. how to commit with my self to finish my thesis. sometimes, I feel I have no idea to write, and yes I stop to write my thesis”*  
(students 1)

*“If I am talking about challenges, the main challenge is about commitment. how to commit with my self to finish my thesis. sometimes, I feel I have no idea to write, and yes I stop to write my thesis. My strategy is make the commitment become more*

*strong. Everything starts from me. so, I commit with my self, and keep saying stop thinking start doing” (students 1)*

*“The challenge that I experienced when working on my thesis was dividing my time. I am very challenged because I have a lot of activities in the cottage and have to divide my time as best as possible to be able to do my thesis” (students 2)*

*“The challenge is managing time, cultivating enthusiasm when tired, and trying to balance the mood when you don't want to not work on the thesis” (students 3)*

*“The challenge when doing the thesis is first feeling of laziness, to reduce the feeling of laziness itself is to remember the goals and also need to make deadlines when getting revisions” (students 4)*

*“What I learned in writing this thesis is patience. There is nothing more important than being patient in working on a thesis. because if you are in a hurry, the results will not be as good if you are patient and careful” (students 5)*

## 2) External factors

*“The only challenge I faced was from my advisor. My advisor was very difficult to find. At that time, my campus implemented a blended learning system due to the covid-19 pandemic. Incidentally, my advisor preferred to teach almost 100% online from her home. She rarely came to campus. In addition, she was very difficult to contact. Every time I chatted her, she rarely replied my chat. To face this challenge, my friends and I regularly go to campus to meet her and continue to chat her. But it wasn't enough. Finally, we decided to come to her house to do a consultation” (students 1)*

*“my advisor is a nice person. She gave good suggestions for my research. She also helped to find a research place for my research. Less good experience, only one. She was difficult to find and contact” (students 2)*

*“I have chosen the wrong advisor. I chose her because she seemed to be a nice person. I submitted my thesis online through the campus platform. At that time, I was just waiting for my thesis to get feedback from my advisor. Unfortunately, the feedback given was very long, it could even reach more than one month. At that time, I should have*

*met her directly at her house so that I could consult her directly. However, it took about 3-4 months until I finally had the courage to meet my advisor at her house. After that, my consultation went fast and I was able to finish my thesis at 8th semester. The mistake I want to fix is that I should have found out more about the character of each advisors through the senior students in my department” (students 3)*

Based on the above statement, it is possible to deduce that students' desire to write Skripsi is influenced by two variables: internal and external forces. In terms of internal issues, students stated that they were lethargic and uninterested in the material. In terms of external causes, pupils stated that they were unmotivated by their instructor and the pandemic scenario.

2. Undergraduate EFL strategies to overcome their thesis writing.

*“If I am talking about challenges, the main challenge is about commitment. how to commit with my self to finish my thesis. sometimes, I feel I have no idea to write, and yes I stop to write my thesis. My strategy is make the commitment become more strong. Everything starts from me. so, I commit with my self, and keep saying stop thinking start doing” (students 1)*

*“The strategy I did was to include a list of activities to do thesis in the daily schedule of activities” (students 2)*

*“When the challenge is passed, of course I feel happy and satisfied. because with all these efforts finally passed. even though everything feels heavy but I believe all this will be passed because of a sense of patience and gratitude”*

*“Yes, because I find a new version of me after finishing the thesis. I feel that time passed will be the best time to see how we handle motivation, support, and also struggle”*

*“I felt very happy and grateful for having passed this challenge. I felt quite satisfied”*

*“I am satisfied with what I have done, for me a good thesis is finished to the end”*

According to the statement above, students employed tactics such as Grammarly, Quillbot, and paid proofreading. The tools can assist the user in paraphrasing sentences, correcting grammatical errors, providing many synonyms for words, and properly correcting the writing based on the language structure while working in a group with their friends to overcome their difficulties in thesis writing, and consulting with their advisors to overcome their challenges in thesis writing. As a result, the advisor's role in

providing assistance and seeking feedback from the advisor is critical in completing the thesis writing process, and undertaking a lot of writing practices may help students generate effective writing. This method assisted them in receiving comments on their writing and comprehension. Furthermore, it may encourage them to complete their thesis. Students that struggle to learn grammatical rules and lack desire adopt this method.

## **B. Discussion**

Thesis writing is one of the course that must be taken and finished as a graduation requirement at a university. Thesis writing provides its own experiences for EFL undergraduate, and its experiences can be used when you'll do your thesis writing again in the next step of learning.

In thesis writing, everyone has their own challenges. There are so many challenges which must be passed by them, such as laziness, wrong advisor, being stuck, and etc that have been described in participant responses. Unfortunately, for passing the challenges in their thesis writing they need some strategies which can help them pass it easily. Make your own strategy as good as you can, and apply it in your thesis writing. Time management is one of the important things that you should consider when you do your thesis writing. If you don't manage your time carefully, you'll get a wrong and it should be your regret soon. Not only that, before you start your thesis writing, please pay attention when you'll choose your advisor. Because advisor is the

important person who will guiding your thesis from the first until the end. If you get wrong when you choosing your advisor, it should be one of your challenges in your thesis writing. So, please be carefully.

The first academic obstacle that students face in thesis writing is grammatical rules. The majority of the students stated that they struggle with the usage of tenses. They stated that they were perplexed about selecting the appropriate tenses for each chapter due to variances in the use of tenses in thesis writing. Tenses, on the other hand, are important in sentence construction since incorrect tenses can lead to misleading thoughts. This is consistent with the findings of a research done by (Bukit, 2020), which found that some pupils committed tenses mistakes when writing sentences. She urged that pupils practice grammar because incorrect grammar usage might lead to a misunderstanding of the written meaning.

Similarly, (Maili, 2018) discovered that the most common reason students made mistakes while developing tenses was a lack of knowledge of the tenses' patterns. As a result, in order to develop right tenses, pupils must first comprehend the pattern of tenses. Based on the points above, it is feasible to conclude that in order to prevent misunderstandings of written language, students should accurately learn the usage, function, and pattern of tenses.

Second, students struggle with restricted vocabulary, which affects sentence formation by causing word repetition and the usage of

academic jargon. Students expressed difficulties in selecting academic vocabulary that adhere to academic writing guidelines. Furthermore, due to a lack of vocabulary, pupils practiced terms that might be simplified. As a result, students must grasp the vocabulary in order to assist pupils in writing without using the same words over and over again and presenting coherent concepts. This is consistent with (Amaniarasih, 2016), who noted that vocabulary is a fundamental prerequisite for all pupils. They will find it tough to speak up if they do not have a large vocabulary since understanding what others are saying is challenging.

Third, students struggle with paraphrasing. One method for avoiding plagiarism is paraphrasing. Some pupils, however, stated that it was difficult to create phrases from the sources without modifying the meaning. According to Brown (2004), paraphrase is a tough topic for EFL students to master. To avoid plagiarism and give some variation in speech, paraphrasing is the act of expressing something in its own terms. In order to avoid plagiarism and distorting the meaning of the original sources, students should learn how to paraphrase effectively in writing classes.

Most students struggle with grammatical norms, restricted vocabulary, and paraphrase, as stated by Singh (2017). (Nisrina, 2020) discovered that kids struggle with grammar rules and have a restricted vocabulary. Additionally, (Fadda, 2012) discovered that students struggle with grammatical rules. According to the study, pupils face

difficulty with grammar norms, paraphrase, and restricted vocabulary because English is a foreign language in Indonesia. As a result, the structure and acceptable language usage were unfamiliar to the kids. According to (Ariyanti, 2016), there are certain distinctions between Bahasa and English, especially for EFL students in Indonesia, including structural and grammatical words and patterns.

Furthermore, students' initial non-academic obstacle in thesis writing is a lack of drive. Their motivation is influenced by both internal and external forces. Internal issues originated from them, such as their lethargy in finishing the thesis and lack of enthusiasm in the topic. The researcher discovered from student replies that students were slow to finish their thesis since they did not know what they should accomplish for their thesis. Furthermore, students stated that they were uninterested in the topic of their thesis. These issues contributed to their lack of motivation in composing Skripsi.

Besides, external elements are provided through student advisers. Their advisers are frequently unavailable to provide advice and guidance within the time frame agreed upon by both the student and the advisor. Similarly to the students' difficulty in receiving little professor advice, the student reported that the lecturer did not respond to virtually all of her emails. As a result, students and advisers must collaborate effectively. In order to acquire adequate counseling time, both students and advisers must create a strong connection and communication.

Because giving students feedback from advisors is critical to improving the quality of their work. According to (Ceylan, 2019), teachers should encourage pupils to develop their writing abilities and give feedback. Because students may read their papers differently, professors may conduct writing interviews with students. Oral comments can help pupils recognize their own strengths and flaws.

As a consequence of the findings, it is possible to conclude that motivation can influence the thesis writing process. As a result, students should apply some of the tactics discovered in this study to inspire themselves to write Skripsi, because motivation is critical in thesis writing. This is consistent with the findings of (Cahyono & Rahayu, 2020), which demonstrated a favorable association between students' motivation and their degree of writing skill. Students that are highly driven are more likely to obtain greater levels of writing skill. As a consequence, motivation plays a vital part in students' writing English competence, thus students should motivate themselves in order to write thesis adequately.

It can be concluded that in this research, the researcher provides a clear description and explanation of the challenges of EFL undergraduate in thesis writing and also provides some strategies to overcome their thesis writing. EFL undergraduate pass the challenges in thesis writing by creating and designing their own strategies. Which the best strategies that they'll use in their thesis writing. It's be the important

things which helping them to overcome their thesis writing as nice as they can.

In response to these issues, students employ various techniques to overcome them. It can be observed that using tools to help with writing is the first step. The second option is to seek advice and opinions from friends. The third role involves seeking advice and comments from advisers. In the fourth slot, there is a lot of writing practice.

To begin, most students stated in the interview that they used writing tools as part of their techniques to overcome challenges in thesis writing. This method is most commonly employed by pupils who struggle with grammatical rules, a restricted vocabulary, and paraphrasing. Grammarly was used to rectify grammar rules, word choice, and sentence structure mistakes. They also utilized Quillbot premium to help them paraphrase and scientifically improve their words. Furthermore, pupils utilized Google sponsored proofreading to help them repair grammatical problems. This is consistent with prior study performed by (Singh, 2017), who discovered that students utilized online and offline dictionaries to help them write. It might be due to the time difference between this study and (Singh, 2017); various changes in educational applications and websites may have occurred since Singh's study.

Second, students sought advice and comments from peers in order to overcome challenges in thesis writing. This method is commonly

utilized by students who struggle with grammatical rules and receive inadequate professor support. Some students claimed that this method assisted them in receiving comments on their work and comprehension. Furthermore, it may encourage them to complete their thesis. According to (Higgs et al., 2009), while critical friends may be writing specialists, their major purpose as critical friends is to aid learning how to write. They identify opportunities for improvement, such as gaps in the development of an argument, disengaged concepts, and redundant repetition. Even individuals who are not writing gurus may assist others in improving their writing skills. The major job of critical friends is to support authors in altering and improving their talents. As a result, it can be inferred that this technique has a beneficial influence on students' skills to improve their grasp of knowledge in thesis writing.

Third, students sought advice and criticism from advisers to help them overcome their issues. Students stated that in order to overcome their difficulties with grammatical norms, the majority of students interact directly with their adviser to address grammatical faults. Furthermore, students who were dissatisfied with the topic stated that their advisers encouraged them to stick with the prior topic and did not modify it. It is connected to the previous study (Singh, 2017), in which students requested help on writing approaches from teachers during their research. Lecturers were seen to be a source of guidance, feedback, information, and knowledge. One of his replies remembered approaching the professors on occasion to determine if she was on the

correct track with her essay. According to the above remark, this technique might assist students who are having difficulty writing their theses.

Fourth, some students applied strategy by putting in a lot of writing practice. Students mentioned in the interview that a lot of practice makes it simpler for them to produce superior thoughts in paraphrase. According to a prior study (Singh, 2017), performing a lot of writing practice can improve the academic writing result. Students can improve their ability to use acceptable terminology, produce grammatically accurate sentences, and follow academic writing procedure. According to (Challob et al., 2016), the amount of writing practice helped students improve their writing abilities, and students felt confident about this because they had absorbed a lot of linguistic and writing information. As a result, putting in a lot of writing practice can assist students enhance their writing quality.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions. A conclusion is drawn based on the answers obtained from the reflection data regarding undergraduate EFL challenges in thesis writing. Then, as a suggestion, this research provides some useful information for students (undergraduate EFL) and researcher.

#### A. Conclusion

Based on the finding, EFL undergraduate have already passed their challenges and finished their thesis writing nicely. However in the process when they doing their thesis writing they get so many challenges, but they create and design some strategies to overcome their challenges. It improves their skill how to solve their problem as nice as they can. Not a little of them feeling hopeless, laziness, and being stuck, but they always motivate themselves. By creating and designing some strategies, it will help them in their thesis writing. Advisor is also being one of the most challenges for Undergraduate EFL in their thesis writing. So if you'll choose your advisor, you may looking for the information about the advisor which will you choose. Is she or he as nice as you want, or not. Not only that, time management is also being one of the important factors to do it. If you can manage your time nicely, you'll know what will you do, when you must study, when you must eat, when you must sleep, when you must study again,

it will happen if you have already managed your time nicely. You'll never cast off your time so you can finish your thesis writing as soon as your target.

Based on the interview, students describe their obstacles as well as their solutions for overcoming them. The findings revealed that students faced academic and non-academic challenges when writing Skripsi. Grammatical rules, a limited vocabulary, and paraphrase are all examples of academic difficulties. Non-academic difficulties include inadequate instructor direction and feedback, as well as a lack of enthusiasm. In terms of academic difficulty, students expressed trouble with grammatical norms, with the majority of students stating that their challenges were with tenses. It was due to the varied tenses used in each chapter and the right use of tenses according to their function. Students' restricted vocabulary caused them to repeatedly repeat the same words, and they were familiar with several academic terms.

Furthermore, students discussed their tactics for overcoming obstacles, such as how some students choose to use writing tools such as Grammarly, Quillbot, and professional proofreading. The tools can assist users in paraphrasing phrases, correcting grammatical problems, providing various synonyms for words, and effectively correcting writing based on language structure. Furthermore, students like to seek advice and criticism from their peers since it has assisted them in

receiving feedback on their writing and comprehension. Students also seek advice and criticism from their advisers to assist them in overcoming obstacles in thesis writing and doing many writing activities.

## **B. Suggestion**

The researcher will provide some recommendations based on the aforesaid conclusion. First, consider the kids' challenges. Students must pay attention to and master grammatical norms when writing their thesis. As a result, students must learn grammar in order to write a thesis. Students must grasp how to employ tenses effectively and appropriately according to their function, especially in tenses. Students must grasp the vocabulary to enable them write without repeating the same phrases and communicate coherent thoughts when they have a restricted vocabulary. For trouble in paraphrasing, students should take a writing course and practice writing a lot. In the absence of motivation, motivation plays a vital part in students' writing English competency, thus students need motivate themselves in order to write thesis adequately. Due to the challenge of restricted lecturer advice and feedback, both students and advisors must create a strong connection and engage with the advisors in order to acquire suitable guidance time.

Second, students' ways for overcoming challenges. Students might apply certain tactics discovered by the researcher to aid them in

overcoming obstacles, such as using tools to assist in writing, asking friends for assistance and feedback, asking advisers for direction and comments, and completing a lot of writing practice with the advisers.

Hopefully, this research will assist students comprehend the solutions for overcoming challenges in thesis writing, improve students' comprehension of thesis writing, and push students to study more in order to grasp academic writing. Furthermore, the researcher thinks that advisors and lecturers may prepare more in terms of teaching approach and learning materials to assist students in preparing to write their thesis. Furthermore, the researcher expects that advisers and instructors can guide and inspire their students during the thesis writing process.

Furthermore, the researcher expects that the English Education Department would be made aware of the difficulties that pupils have in writing Skripsi. Furthermore, the researcher thinks that the English Education Department may improve the syllabus quality of the associated content in Skripsi writing. Furthermore, the researcher hopes that this research will influence future research into topics such as students' motivation in thesis writing, students' difficulties in constructing a correct sentence in thesis writing, advisors' perspectives on providing feedback and guidance, and other research topics related to this research. Finally, the researcher believes that the research's results, conclusions, and recommendations will be valuable to the readers.

## REFERENCES

- Andreas E., & Lene N. (2018). Unpacking challenges of data commentary writing in master's thesis project: an insider perspective from chemical engineering, *Research Science & Tecknological Education*, 36:4, 499-520, DOI: [10.1080/02635143.2018.1460339](https://doi.org/10.1080/02635143.2018.1460339)
- Amaniarsih, D. S. (2016). The Effect of Feedback Techniques and Students' Vocabulary Mastery on Students' Achievement in Writing Descriptive Essay. *MELT Journal*, 1(1), 56–66.
- Ananda, R., A. Gani, S., & Sahardin, R. (2014). A Study of Error Analysis from Students' Sentences in Writing. *Studies in English Language and Education*. <https://doi.org/10.24815/siele.v1i2.1828>
- Ariyanti, A. (2016). The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 263. <https://doi.org/10.21093/di.v16i2.274>
- Arslan, F. Y. (2019). Reflection in Pre-Service Teacher Education: Exploring the Nature of EFL Pre-Service Teachers' Reflections. *Reflective Practice International and Multidisciplinary Perspective*, 20 (1), 111-124. <http://doi.org/10.1080/14623943.2018.1564652>

- Bailey, S. (2011). *Academic Writing: A Handbook for International Students*, Third edition (third). Routledge.
- Bukit, H. B. (2020). The Error Analysis in Using Tenses Made by Students in English Teaching and Learning Process. *Journal of English Teaching and Linguistics*, 1(2), 92–102. <https://ejournal.unida-aceh.ac.id/index.php/jetli>
- Brown, H. B. (2020). *Language Assessment: Principles and Classroom Practices*. Pearson Education
- Cahyono, B. Y., & Rahayu, T. (2020). EFL Students' Motivation in Writing, Writing Proficiency, and Gender. *Teflin Journal*, 31(2), 162–180. <https://doi.org/10.15639/teflinjournal.v31i2/162-180>
- Chandrasekhar, R. (2002) *How to Write a Thesis : A Working Guide*. <http://www.ciips.ee.uwa.edu.au/pub/HowToWriteAThesis.pdf>
- Cohen, L., Manion, L., & Morisson, K. (2017). Research Methods in Education. IN *Research Methods in Education* (6th ed.). Routledge. <http://doi.org/10.4324/9780203029053-23>
- Dakhi, S., & Hubarat, H. (2018). Language Effectiveness and Factors Influencing Scientific Writing of Indonesian Undergraduate Thesis. *English Review: Journal of English Education*, 7 (1), 61. <http://doi.org/10.23887/jpp.v53i1.24892>

- Erlin, A. (2022). An Analysis of Students' Strategies to Overcome Difficulties in Thesis Writing.
- Fadda, H.A. (2012). Difficulties in Academic Writing From the Perspective of King Saud University Postgraduate students. *English Language Teaching*, 5(3), 123-130. <http://doi.org/10.5539/elt.v5n3p123>
- Higgs, J., Horsfall, D., & Grace, S. (2009). Writing Qualitative Research in Practice In *Writing Qualitative Research on Practice*. Sense Publishers. [http://doi.org/10.1163/9789087909086\\_012](http://doi.org/10.1163/9789087909086_012)
- Jiang, S., & Yan., X. (2020) Research on the Effect of Supervisor Feedback for Undergraduate Thesis Writing. *English Language Teaching*, 13 (1), 42-50. <http://doi.org/10.5539/elt.v13nlp43>
- Kletzien, S. B. (2009). Paraphrasing: An Effective Comprehension Strategy. *The Reading Teacher*, 63(1), 73–77. <https://doi.org/10.1598/rt.63.1.7>
- Little, C. W., Clark, J. C., Tani, N. E., & Connor, C. M. (2018). Improving Writing Skills through Technology-Based Instruction: A Meta-Analysis. *Review of Education*, 6(2). <https://doi.org/10.1002/rev3.3114>
- Murray, R. (2002). *How to Write a Thesis* (second). Open University Press

- Park, M, Son, J., & Park, M (2020). Pre-Service Teachers' in Computer-Assisted Language Learning and Teaching Language Learning and Teaching. *Asia Pacific Journal of Education*. <http://doi.org/10.1080/02188791.2020.1815649>
- Reynolds, J. A., & Thompson, R. J. (2011). Want to Improve Undergraduate Thesis Writing? Engage Students and Their Faculty Readers in Scientific Peer Review. *CBE Life Sciences Education*, 10(2), Ting
- Robert, P., Barblett, L., Boylan, F., Knaus, M. (2001). Revitalising Reflective Practice in Pre-Service Teacher Education: Developing and Practicing an Effective Framework Education. *Reflective Practice International and Multidisciplinary Perspective*, 22 (3), 331-344. <http://doi.org/10.1080/14623943.2021.1881888>
- Singh, M. K. M. (2017). International EFL/ESL Master Students' Adaptation Strategies for Academic Writing Practices as Tertiary Level. *Journal of International Students*, 7(3), 620-643.
- Smith, R. V, Densore, L. D., & Lener, E. F. (2016). *Graduate Research A Guide for Students in the Science*. Elsevier.

- Virginia, B., & Victoria, C. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3-2, 77-101
- Wang & Linda Y. Li (2008) Understanding International Postgraduate Research Students' Challenges and Pedagogical Needs in Thesis Writing, *International Journal of Pedagogies and Learning*, 4:3, 88-96, DOI: [10.5172/ijpl.4.3.88209-215](https://doi.org/10.5172/ijpl.4.3.88209-215).  
<https://doi.org/10.1187/cbe.10-10-0127>
- Oili-Helena Ylijoki (2001) Master's Thesis Writing from a Narrative Approach, *Studies in Higher Education*, 26:1, 21-34, DOI: [10.1080/03075070020030698](https://doi.org/10.1080/03075070020030698)

## APPENDIX

### 1) Reflection Participant EFL Undergraduate

#### Student 1

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?

Basically, I'm not a lazy person. Therefore, laziness is not my challenge in doing thesis. The only challenge I faced was from my advisor. My advisor was very difficult to find. At that time, my campus implemented a blended learning system due to the covid-19 pandemic. Incidentally, my advisor preferred to teach almost 100% online from her home. She rarely came to campus. In addition, she was very difficult to contact. Every time I chated her, she rarely replied my chat. To face this challenge, my friends and I regularly go to campus to meet her and continue to chat her. But it wasn't enough. Finally, we decided to come to her house to do a consultation.

2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)

When the challenge is passed, of course I feel happy and satisfied. because with all these efforts finally passed. even

though everything feels heavy but I believe all this will be passed because of a sense of patience and gratitude.

3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)

A lot of experience in working on this thesis. The good experience is certainly in increasing knowledge. how to manage time. and are responsible for everything that is our responsibility. There are certainly bad experiences, because everything that is planned doesn't always go as expected. it was a bad experience, sometimes the time we set for working on the thesis did not go smoothly. and revisions after the guidance of course also become an obstacle because of the addition of tasks in the activities of working on the thesis.

4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finishe it? (80-150 words)

The only challenge I faced was from my advisor. My advisor was very difficult to find. At that time, my campus implemented a blended learning system due to the covid-19 pandemic. Incidentally, my advisor preferred to teach almost 100% online from her home. She rarely came to campus. In addition, she was very difficult to contact. Every time I chated her, she rarely replied my chat. To face this challenge, my

friends and I regularly go to campus to meet her and continue to chat her. But it wasn't enough. Finally, we decided to come to her house to do a consultation.

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)

I have chosen the wrong advisor. I chose her because she seemed to be a nice person. I submitted my thesis online through the campus platform. At that time, I was just waiting for my thesis to get feedback from my advisor. Unfortunately, the feedback given was very long, it could even reach more than one month. At that time, I should have met her directly at her house so that I could consult her directly. However, it took about 3-4 months until I finally had the courage to meet my advisor at her house. After that, my consultation went fast and I was able to finish my thesis at 8th semester. The mistake I want to fix is that I should have found out more about the character of each advisors through the senior students in my department.

6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass the challenges (such us laziness, badmood condition and etc) in your thesis writing? (80-150 words)

In the future, I will choose an advisor who is willing to guide his students well. I want to get an advisor who responds quickly to my thesis. I will also find out more about the character of each advisors through the seniors students in my department.

## 2) Reflection Participant EFL Undergraduate

### Student 2

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?

If I am talking about challenges, the main challenge is about commitment. how to commit with my self to finish my thesis. sometimes, I feel I have no idea to write, and yes I stop to write my thesis. My strategy is make the commitment become more strong. Everything starts from me. so, I commit with my self, and keep saying stop thinking start doing.

2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)

Yes. I already graduate. and I feel happy of that. no matter how difficult something is, just do it. even though, I know there are so many mistakes that I Made in my thesis, but alhamdulillah I pass munaqosyah nicely.

3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)

The good experience, my advisor is a nice person. She gave good suggestions for my research. She also helped to find a

research place for my research. Less good experience, only one. She was difficult to find and contact.

4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finishe it? (80-150 words)

Same with number 1, I said to my self, everything starts from me.

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)

Maybe I want to more quickly. I start to write my thesis on 8 smt. I want to start on my 7 smt.

6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass the challenges (such us laziness, badmood condition and etc) in your thesis writing? (80-150 words)

If I feel too lazy and so on, I will sleep. and after that, I said to my self everything starts from me. and magicly, I have more faith.

### 3) Reflection Participant EFL Undergraduate

#### Students 3

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?

The challenge that I experienced when working on my thesis was dividing my time. I am very challenged because I have a lot of activities in the cottage and have to divide my time as best as possible to be able to do my thesis. The strategy I did was to include a list of activities to do thesis in the daily schedule of activities

2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)

Yes, because I find a new version of me after finishing the thesis. I feel that time passed will be the best time to see how we handle motivation, support, and also struggle.

3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)

I have no idea about that. but, good experience is I become more patient. I have hard time, but I can deal with that, so I

think everything can be real. My personality becomes more strong, and I have positif thinking of all what I am doing.

4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finish it? (80-150 words)

The only challenge I faced was from my advisor. My advisor was very difficult to find. At that time, my campus implemented a blended learning system due to the covid-19 pandemic. Incidentally, my advisor prefered to teach almost 100% online from her home. She rarely came to campus. In addition, she was very difficult to contact. Every time I chated her, she rarely replied my chat. To face this challenge, my friends and I regularly go to campus to meet her and continue to chat her. But it wasn't enough. Finally, we decided to come to her house to do a consultation.

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)

What I learned in writing this thesis is patience. There is nothing more important than being patient in working on a thesis. because if you are in a hurry, the results will not be as good if you are patient and careful.

6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass

the challenges (such as laziness, badmood condition and etc)  
in your thesis writing? (80-150 words)

So far, there has been no change. In the past, when I was working on my thesis, it was always in the morning until the evening, so my mind was still fresh and I didn't feel badmood.

#### 4) Reflection Participant EFL Undergraduate

##### Student 4

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?

The challenge that I face when working on my thesis is the feeling of being stuck that sometimes appears, and the strategy I use is to try to open my laptop every day and start typing word for word and read several previous journals or thesis with the same topic.

2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)

I felt very happy and grateful for having passed this challenge. I felt quite satisfied.

3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)

The good experience that I get when working on a thesis patience. Because of patience can help me to finish my thesis well. As far as I have worked on the thesis, I have not had a bad experience.

4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finishe it? (80-150 words)

The challenge when doing the thesis is first feeling of laziness, to reduce the feeling of laziness itself is to remember the goals and also need to make deadlines when getting revisions. the second, as I have already mentioned, is stuck, to overcome being stuck is read previous journals or thesis with the same topic.

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)

The difficulty I faced was that at that time it was difficult to determine the difference between the latest and previous research, the strategy I want to improve is to read more journals.

6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass the challenges (such us laziness, badmood condition and etc) in your thesis writing? (80-150 words)

What I want to improve again is setting targets and working on the thesis more thoroughly and carefully. so that they can produce good scripts at the right time.

## 5) Reflection Participant EFL Undergraduate

### Student 5

1. Describe in 80-150 words what's challenges that you feel when you do your thesis writing? And what are the strategy that you use to pass it?

The first challenge is about finding the sources related to the topic. However, by the time, that problem can be solved by getting the alternative topic that still relate with the topic that I want to.

2. Regarding your challenges in thesis writing which have been passed, how did you feel after passing it? Have you feel satisfied with your achievement? (50-100 words)

I am satisfied with what I have done, for me a good thesis is finished to the end.

3. What's your good and not good experiences that you feel when you have already passed the challenges in your thesis writing? (80-150 words)

It is about the time management. Person who passes thesis will be hard to manage the time because there are a lot times that passed fast but some of them will do nothing. So managing time is the best thing to be learned.

4. In your opinion, what kind of think which being the challenges in your thesis writing? And how do you finishe it? (80-150 words)

1. Sources. Fist thing to do is making sure every source we need to have to support our research. 2. Time management. Then we should do the best time management in order to write the thesis scheduled. 3. Do not be lazy to read.

5. What did you learn from your experience pass the challenges in thesis your writing? What's strategy that you want fix it? (50-100 words)

I will learn how to solve every problem that I faced properly so when I find something like that more, I can improve myself.

6. If you want to write thesis again in the future, what change would you like to make? What effort are you making to pass the challenges (such us laziness, badmood condition and etc) in your thesis writing? (80-150 words)

I will try to do it as best as possible and some my motivations.

## CURICULUM VITAE

Personal Date Name : Annisa Tsamrotul Lisafida  
Place and Date of Birth : Brebes, 10 July 1999  
Student's Number : 1803046117  
Department : English Education  
Religion : Islam  
Father's Name : Muh. Ma'mun Zen, S. Ag  
Mother's Name : Nurjanah, S. Ag  
Address : Randusanga kulon, Brebes  
Email/Phone : annisatsamrotullisafida@gmail.com/  
0895423468893

### **Formal Education:**

1. TK Pertiwi Brebes
2. SD Ihsaniyah 1 Pusaka Kota Tegal
3. SMP Pondok Modern Selamat Kendal
4. MA Futuhiyyah 2 Mranggen
5. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

### **Non-Formal Education:**

1. Pondok Modern Selamat Kendal
2. Pondok Pesantren Al Mubarak
3. Ma'had Al-Jami'ah Walisongo